# HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP HIGH SCHOOL CULINARY ARTS

Revised August, 2017

#### **Culinary Arts**

Culinary Arts is a single semester course that provides instruction in, and practical application of, food production for students considering a career in the foodservice industry or are interested in expanding their knowledge of cooking at home. The Culinary Arts course is designed to prepare students for entry level employment in the foodservice industry as well as for continuing education in Culinary Arts.

In this course students will explore the roles of workers in a professional kitchen. They will learn why safety and sanitation must be controlled at all times and how to use the equipment in a professional kitchen safely. Knife skills will be further practiced and students will begin to improve their accuracy and speed in producing knife cuts. Students will explore how our senses are used to experience food. A variety of cooking techniques and ingredients will be explored and used for preparation of breakfast foods, soups and appetizers, fruits, vegetables and legumes, as well as sandwiches.

Students will learn about special diets and the many reasons why customers are concerned about what is in their food. They will understand why it is necessary for every employee to be aware of what ingredients are present in each dish.

The final cooking unit of the semester gives students a taste of many traditional foods from each region of the United States.

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Essential Questions	Enduring Understandings	National Family & Consumer Sciences Standards	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	NJ 21st Century Life and Career Standards
Unit 1 – The Cu	•					
Pacing- 3 Days						
How does a	A commercial	<b>8.1.1</b> Explain the roles,	Identify the roles	Evaluation of	Language Arts	9.3.HT-RFB.2
brigade system	kitchen has	duties, and functions of	represented in the brigade	student work (e.g,	NJSLSA.R2. Determine central	Demonstrate
work?	different	individuals engaged in food	system.	classwork,	ideas or themes of a text and	safety and
	equipment than a	production and services		homework)	analyze their development;	sanitation
Why is it	home kitchen.	careers.	Describe the		summarize the key supporting	procedures in food
important to		<b>8.1.2</b> Analyze opportunities	responsibilities of each	Group/class	details and ideas.	and beverage
understand	All equipment	for employment and	member of the kitchen	discussions.	NJSLSA.W6. Use technology,	service facilities.
how to use all	must be used	entrepreneurial endeavors.	brigade.		including the Internet, to	9.3.HT-RFB.4
of the	correctly and	8.3.1 Operate tools and		Regular	produce and publish writing and	Demonstrate
equipment in a	treated with care	equipment following safety	Identify workstations.	implementation of	to interact and collaborate with	leadership
culinary	to be safe and	procedures and OSHA	-	formative	others	qualities and
kitchen?	effective.	requirements.	Identify the pieces of	assessment	NJSLSA.SL2. Integrate and	collaboration with
			kitchen equipment.	strategies including	evaluate information presented	others.

Implement
standard operating
procedures related
and to food and
and beverage
1 *
om guest service.
ns, <b>9.3.HT-RFB.9</b>
Describe career
opportunities and
qualifications in
e, the restaurant and
foodservice
nan industry.
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					2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
Unit 2 - Safety	& Sanitation					
Pacing - 5 Da	nys					
How can work in the kitchen be safe and efficient?  What procedures should be followed to prevent injury and illness?  What are the risks of serving "bad" food to customers?	It is the personal responsibility of each worker to practice safety at all times.  Bacteria can grow rapidly in the right setting.  There are systems designed to protect food.  There are consequences for serving improperly prepared or stored food to others.	8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention. 8.2.2 Employ food service management safety/sanitation program procedures. 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness. 8.2.5 Practice standard personal hygiene and wellness procedures. 8.2.6 Demonstrate proper	Identify kitchen safety guidelines and equipment.  Describe first aid measures for most common kitchen injuries.  Identify and describe the purpose of Material Safety Data Sheets.  Demonstrate proper use of a fire extinguisher.  Describe the sources of direct contamination and cross-contamination.  Identify biological, chemical, and physical hazards.	Evaluation of student work (e.g, classwork, homework)  Group/class discussions.  Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on.  End of unit quizzes	Language Arts  NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others  Mathematics  MG.1 Use geometric shapes, their measures, and their properties to describe objects  MG.3 Apply geometric methods to solve design problems.  Science	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career
		purchasing, receiving, storage, and handling of both raw and prepared foods.  8.2.7 Demonstrate safe food handling and preparation techniques that	Describe how to prevent biological, chemical, and physical contamination.  Explain how to respond to an outbreak of foodborne illness.	Performance as measured by teacher designed rubric.	HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  Social Studies	opportunities and qualifications in the restaurant and foodservice industry.

prevent cross Authentic 6.2.12.B.6.a Determine the	1
contamination from Discuss all lab Assessment: global impact of increased	
potentially hazardous foods expectations and Complete a lab by population growth, migration,	
and food groups. procedures. working together and changes in urban-rural	
8.2.10 Demonstrate safe as a kitchen populations on natural resources	
and environmentally Demonstrate appropriate brigade. and land use.	
responsible waste disposal grooming for the Technology	
and recycling methods. workplace. 8.1.12.D.1 Demonstrate	
8.3.3 Demonstrate appropriate application of	
appropriate appropriate appropriate	
opping and and of	
serving dishes glassware kitchen	
and utensils to meet original work.	
industry standards and Demonstrate proper Health and Phys. Ed	
OSHA requirements. hand-washing procedures. 2.1.12.B.1 Determine the	
8.3.5 Demonstrate relationship of nutrition and	
procedures for safe and physical activity to weight loss,	
secure storage of weight gain, and weight	
equipment and tools.	1
8.6.1 Apply principles of 2.1.12.B.2 Compare and	
purchasing, receiving, and contrast the dietary trends and	
storing in food service eating habits of adolescents and	
operations. young adults in the United	
8.6.2 Practice inventory States and other countries.	
procedures including first	
in/first out concept, date	
marking, and specific	
record keeping.	
Unit 3 - Basic Skills	
Pacing – 5 Days	
	.3.HT-RFB.2
	Demonstrate
	afety and
	anitation
	rocedures in food
	nd beverage
	ervice facilities.
ways to increase including the Internet, to	

	T am		r <u> </u>			
How does	efficiency in the	procedures and OSHA	Explain how the layout of	Regular	produce and publish writing and	9.3.HT-RFB.4
organization	kitchen.	requirements.	a kitchen affects	implementation of	to interact and collaborate with	Demonstrate
affect the		8.3.2 Maintain tools and	workflow.	formative	others	leadership
success of a	Organization in	equipment following safety		assessment	<b>Mathematics</b>	qualities and
culinary	the kitchen is	procedures and OSHA	Identify parts of a knife.	strategies including	MG.1 Use geometric shapes,	collaboration with
kitchen?	critical to	requirements.		but not limited to	their measures, and their	others.
	success.	8.3.3 Demonstrate	Select appropriate knives	exit tickets,	properties to describe objects	9.3.HT-RFB.8
		procedures for cleaning and	for specific tasks.	think-pair-share,	MG.3 Apply geometric methods	Implement
		sanitizing equipment,		3-2-1 Countdown,	to solve design problems	standard operating
		serving dishes, glassware,	Perform basic cutting	graphic organizers,	<u>Science</u>	procedures related
		and utensils to meet	techniques with speed	gallery, and self	HS-LS2-7. Design, evaluate,	to food and
		industry standards and	and accuracy.	assessment/reflecti	and refine a solution for	beverage
		OSHA requirements.		on	reducing the impacts of human	production and
		8.3.5 Demonstrate	List important knife		activities on the environment	guest service.
		procedures for safe and	safety and sanitation	End of unit quizzes	and biodiversity.	9.3.HT-RFB.9
		secure storage of	guidelines.	and tests.	Social Studies	Describe career
		equipment and tools.			6.2.12.B.6.a Determine the	opportunities and
		8.5.1 Demonstrate	Explain proper knife	Performance as	global impact of increased	qualifications in
		professional skills in safe	storage guidelines.	measured by	population growth, migration,	the restaurant and
		handling of knives, tools,		teacher designed	and changes in urban-rural	foodservice
		and equipment.	Demonstrate the proper	rubric.	populations on natural resources	industry.
			way to grip a knife.		and land use.	
				Authentic	Technology	
			Select hand tools for	Assessments:	8.1.12.D.1 Demonstrate	
			specific tasks.	Practice a variety of	appropriate application of	
				knife skills while	copyright, fair use and/or	
			Select cookware based on	measuring accuracy	Creative Commons to an	
			its specific use.	and speed.	original work.	
				Increase the speed	Health and Phys. Ed	
				and accuracy over	2.1.12.B.1 Determine the	
				time.		
					relationship of nutrition and	
				Plan and complete	physical activity to weight loss,	
				a lab experience	weight gain, and weight	
				focused on Mise en	maintenance.	
				place.	2.1.12.B.2 Compare and	
					contrast the dietary trends and	
	<u> </u>				eating habits of adolescents and	

					young adults in the United States and other countries.	
Unit 4 - Sensor	y Perception					
Pacing - 4 Day	/S					
How does a chef make plain food look unique and tempting?  How are our senses involved in our dining experience?  How do seasonings and flavorings affect our dining experience?	Food presentation is just as important as flavor and texture.  Good food appeals to all senses.  Cooking with herbs and spices can enhance the flavor of a dish.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.	Describe the sensory properties of food.  Explain how the sensory property of flavor is a combination of three sensory experiences.  Explain sensory evaluation.  Identify the factors that affect sensory evaluation.  Contrast seasonings and flavorings.  Identify seven common ingredients used to enhance flavor.  Explain when to add seasonings and flavorings during the cooking process.  Contrast the characteristics of herbs versus spices.  Identify different herbs and spices.	Evaluation of student work (e.g, classwork, homework)  Group/class discussions.  Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on  End of unit quizzes and tests.  Performance as measured by teacher designed rubric.  Authentic Assessment:	Language Arts  NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  Mathematics  MG.1 Use geometric shapes, their measures, and their properties to describe objects  MG.3 Apply geometric methods to solve design problems  Science  HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  Social Studies  6.2.12.B.6.a Determine the global impact of increased population growth, migration,	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.
1				Creative	and changes in urban-rural	
				arrangement of		

			Describe the various forms of herbs and spices.  Explain how herbs and spices are used.  Explain how to store herbs and spices.	basic, boring foods on a plate.	populations on natural resources and land use.  Technology 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  Health and Phys. Ed 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance. 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and	
					eating habits of adolescents and young adults in the United	
					States and other countries.	
Unit 5 - Cookin	_					
Pacing - 8 Days						
How do the	Heat is	8.5.1 Demonstrate	Contrast different	Evaluation of	Language Arts	9.3.HT-RFB.2
many cooking	transferred to	professional skills in safe	cooking methods.	student work (e.g,	NJSLSA.R2. Determine central	Demonstrate
methods affect food?	food by hot air or	handling of knives, tools,	Eventain have analyin-	classwork,	ideas or themes of a text and	safety and
1000?	hot liquid.	and equipment.  8.5.2 Demonstrate	Explain how cooking affects a food's nutritive	homework)	analyze their development;	sanitation
How can a	The cooking	professional skill for a	value, texture, color,	Group/class	summarize the key supporting details and ideas.	procedures in food and beverage
chef get the	method a chef	variety of cooking methods	aroma, and flavor.	discussions.	NJSLSA.W6. Use technology,	service facilities.
best flavor and	uses dramatically	including roasting, broiling,	atoma, and mayor.	discussions.	including the Internet, to	9.3.HT-RFB.4
texture out of a	influences the	smoking, grilling, sauteing,	Define dry heat cooking	Regular	produce and publish writing and	Demonstrate
variety of	resulting	pan frying, deep frying,	techniques.	implementation of	to interact and collaborate with	leadership
ingredients?	product.	braising, stewing,	-	formative	others	qualities and
		poaching, steaming, and	Define moist heat	assessment	NJSLSA.SL1. Prepare for and	collaboration with
		baking using professional	cooking techniques.	strategies including	participate effectively in a range	others.
		equipment and current		but not limited to	of conversations and	9.3.HT-RFB.8
		technologies.	Define combination	exit tickets,	collaborations with diverse	Implement
		l	cooking techniques.	think-pair-share,	partners, building on others'	standard operating

8.5.3 Demonstrate		3-2-1 Countdown,	ideas and expressing their own	procedures related
knowledge of portion	Demonstrate dry cooking	graphic organizers,	clearly and persuasively.	to food and
control and proper scaling	techniques.	gallery, and self	<u>Mathematics</u>	beverage
and measurement	24 W	assessment/reflecti	MG.1 Use geometric shapes,	production and
techniques.	Demonstrate methods of	on	their measures, and their	guest service.
<b>8.5.4</b> Apply the	frying foods.		properties to describe objects	9.3.HT-RFB.9
fundamentals of time,		End of unit quizzes	MG.3 Apply geometric methods	Describe career
temperature, and cooking	Demonstrate moist	and tests.	to solve design problems	opportunities and
methods to cooking	cooking techniques.		<u>Science</u>	qualifications in
cooling, and reheating, and		Performance as	HS-LS2-7. Design, evaluate,	the restaurant and
holding of a variety of	Demonstrate braising and	measured by	and refine a solution for	foodservice
foods.	stewing.	teacher designed	reducing the impacts of human	industry.
8.5.12 Demonstrate		rubric.	activities on the environment	ı
professional plating,			and biodiversity.	
garnishing, and food		Authentic	Social Studies	
presentation techniques.		Assessment:	6.2.12.B.6.a Determine the	
		Plan and prepare a	global impact of increased	
		recipe that requires	population growth, migration,	
		both dry and moist	and changes in urban-rural	
		heat cooking.	populations on natural resources	
			and land use.	
			Technology	
			8.1.12.D.1 Demonstrate	
			appropriate application of	
			copyright, fair use and/or	
			Creative Commons to an	
			original work.	
			Health and Phys. Ed	
			2.1.12.B.1 Determine the	
			relationship of nutrition and	
			physical activity to weight loss,	
			weight gain, and weight	
			maintenance.	
			2.1.12.B.2 Compare and	
			contrast the dietary trends and	
			eating habits of adolescents and	

					young adults in the United States and other countries.	
Unit 6 - Breakfa Pacing - 8 Day						
Why should cooks know many ways to prepare eggs?  Why do people like to go out to breakfast?	Cooks need to know how to prepare a wide variety of breakfast foods for customer satisfaction.  Dining out for breakfast is popular because it is cost effective and allows for a variety of options.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods. 8.5.12 Demonstrate professional plating, garnishing, and food	Identify basic breakfast foods.  Explain the grading process of eggs.  List types of breakfast meats, breads, and cereals.  Prepare breakfast meats.  Describe at least four ways to cook eggs.  Prepare breakfast egg dishes.  List quick breads served with breakfast.  Prepare pancakes, waffles, and French toast.  Prepare hot cereals.	Evaluation of student work (e.g, classwork, homework)  Group/class discussions.  Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on  End of unit quizzes and tests.  Performance as measured by teacher designed rubric.	Language Arts  NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others  Mathematics  A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.  Science  HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.
		presentation techniques.  8.5.11 Prepare breakfast meats, eggs, cereals, and		Authentic Assessment: Plan a breakfast	Social Studies 6.1.12.B.16.a Explain why natural resources (i.e., fossil	

		handling and professional		teacher	to be a source of conflict, and	
		preparation techniques.		specifications for a	analyze how the United States	
		Proposition to the proposition of the proposition o		restaurant.	and other nations have	
					addressed issues concerning the	
					distribution and sustainability of	
					natural resources.	
					6.2.12.B.6.a Determine the	
					global impact of increased	
					population growth, migration,	
					and changes in urban-rural	
					populations on natural resources	
					and land use.	
					Technology	
					8.1.12.D.1 Demonstrate	
					appropriate application of	
					copyright, fair use and/or	
:=					Creative Commons to an	
					original work.	
					Health and Phys. Ed	
					2.1.12.B.1 Determine the	
					relationship of nutrition and	
					physical activity to weight loss,	
					weight gain, and weight	
					maintenance.	
Unit 7 - Soups &	& Appetizers					
Pacing - 8 Day	S					
Why is soup a	Soups are a	8.5.1 Demonstrate	Identify the various	Evaluation of	Language Arts	9.3.HT-RFB.2
great way to	popular part of	professional skills in safe	classes of soups.	student work (e.g,	NJSLSA.R2. Determine central	Demonstrate
use leftover	most menus.	handling of knives, tools,	•	classwork,	ideas or themes of a text and	safety and
bits of		and equipment.	Describe how to prepare	homework)	analyze their development;	sanitation
ingredients to	Soups are a good	8.5.2 Demonstrate	various soups, using		summarize the key supporting	procedures in food
prevent waste?	way to use up	professional skill for a	commercial bases or	Group/class	details and ideas.	and beverage
	ingredients that	variety of cooking methods	stocks.	discussions.	NJSLSA.W4. Produce clear	service facilities.
What is the	are left from	including roasting, broiling,		1	and coherent writing in which	9.3.HT-RFB.4
purpose of	other recipes to	smoking, grilling, sauteing,	Present soups attractively	Regular	the development, organization,	Demonstrate
mirepoix?	prevent waste in	pan frying, deep frying,	garnished.	implementation of	and style are appropriate to task,	leadership
	the kitchen.	braising, stewing,		formative	purpose, and audience.	qualities and

			Camary This Carrie	1		
How do		poaching, steaming, and	Store soups safely for	assessment	NJSLSA.SL2. Integrate and	collaboration with
appetizers fit	Sauteing or	baking using professional	future use.	strategies including	evaluate information presented	others.
into a menu?	sweating	equipment and current		but not limited to	in diverse media and formats,	9.3.HT-RFB.8
	mirepoix is the	technologies.	Prepare a variety of	exit tickets,	including visually,	Implement
	first step in	8.5.3 Demonstrate	appetizers.	think-pair-share,	quantitatively, and orally.	standard operating
	making most	knowledge of portion		3-2-1 Countdown,	<b>Mathematics</b>	procedures related
	soups.	control and proper scaling	Arrange appetizers in an	graphic organizers,	A-CED.1 Create equations and	to food and
		and measurement	appealing manner.	gallery, and self	inequalities in one variable and	beverage
	Appetizers are	techniques.		assessment/reflecti	use them to solve problems.	production and
	small portions	<b>8.5.4</b> Apply the		on	Include equations arising from	guest service.
	served at the	fundamentals of time,			linear and quadratic functions,	9.3.HT-RFB.9
	table before a	temperature, and cooking		End of unit quizzes	and simple rational and	Describe career
	meal.	methods to cooking		and tests.	exponential functions.	opportunities and
		cooling, and reheating, and			<u>Science</u>	qualifications in
		holding of a variety of		Performance as	HS-LS2-7. Design, evaluate,	the restaurant and
		foods.		measured by	and refine a solution for	foodservice
		8.5.8 Prepare various		teacher designed	reducing the impacts of human	industry.
		salads, dressings,		rubric.	activities on the environment	
		marinades, and spices using			and biodiversity.	
		safe handling and		Authentic	Social Studies	
		professional preparation		Assessment:	6.2.12.B.6.a Determine the	
		techniques.		Use various	global impact of increased	
		8.5.12 Demonstrate		"leftover"	population growth, migration,	
		professional plating,		ingredients to	and changes in urban-rural	
		garnishing, and food		create a new and	populations on natural resources	
		presentation techniques.		appealing soup.	and land use.	
					<b>Technology</b>	
					8.1.12.D.1 Demonstrate	
					appropriate application of	
					copyright, fair use and/or	
					Creative Commons to an	
					original work.	
					Health and Phys. Ed	
					2.1.12.B.1 Determine the	
					relationship of nutrition and	
		<u> </u>	l		physical activity to weight loss,	l

Unit 8 - Fruits, Legumes Pacing - 6 Day	s				weight gain, and weight maintenance.  2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.	
How are fruits	Customers want	8.5.1 Demonstrate	Identify the quality	Evaluation of	Language Arts	9.3.HT-RFB.2
and vegetables	their food to be	professional skills in safe	characteristics of fresh,	student work (e.g,	NJSLSA.R2. Determine central	Demonstrate
part of a	healthy as well	handling of knives, tools,	frozen, canned, and dried	classwork,	ideas or themes of a text and	safety and
healthy menu?	as delicious and beautiful.	and equipment.  8.5.2 Demonstrate	fruits.	homework)	analyze their development;	sanitation
How can	beautiful.	professional skill for a	Explain how to purchase	Group/class	summarize the key supporting details and ideas.	procedures in food and beverage
legumes help	There are a wide	variety of cooking methods	and store varieties of	discussions.	NJSLSA.W4. Produce clear	service facilities.
bring variety	variety of	including roasting, broiling,	fresh, frozen canned, and	discussions.	and coherent writing in which	9.3.HT-RFB.4
to a menu?	legumes that can	smoking, grilling, sauteing,	dried fruits.	Regular	the development, organization,	Demonstrate
	add nutrients and	pan frying, deep frying,		implementation of	and style are appropriate to task,	leadership
How are fruits,	texture to	braising, stewing,	Demonstrate dry and	formative	purpose, and audience.	qualities and
vegetables,	vegetarian	poaching, steaming, and	moist cooking of fruits.	assessment	NJSLSA.W6. Use technology,	collaboration with
and legumes	cuisine.	baking using professional		strategies including	including the Internet, to	others.
prepared?		equipment and current	Identify the quality	but not limited to	produce and publish writing and	9.3.HT-RFB.8
	Using fresh	technologies.	characteristics of fresh,	exit tickets,	to interact and collaborate with	Implement
	ingredients is an	8.5.3 Demonstrate	frozen, canned, and dried	think-pair-share,	others	standard operating
	easy way to	knowledge of portion	vegetables.	3-2-1 Countdown,	<u>Mathematics</u>	procedures related
	provide flavor	control and proper scaling		graphic organizers,	A-CED.1 Create equations and	to food and
	and color to a	and measurement	Explain how to purchase	gallery, and self	inequalities in one variable and	beverage
	dish.	techniques.	and store varieties of	assessment/reflecti	use them to solve problems.	production and
		8.5.4 Apply the	fresh, frozen canned, and	on	Include equations arising from	guest service.
		fundamentals of time,	dried vegetables.	T-1 0 1	linear and quadratic functions,	9.3.HT-RFB.9
		temperature, and cooking	Damanatus 1	End of unit quizzes	and simple rational and	Describe career
		methods to cooking cooling, and reheating, and	Demonstrate dry and moist cooking of	and tests.	exponential functions.  Science	opportunities and qualifications in
		holding of a variety of	vegetables.	Performance as	HS-LS2-7. Design, evaluate,	the restaurant and
		foods.	vogotables.	measured by	and refine a solution for	foodservice
		10045.		incusured by	reducing the impacts of human	industry.

Unit 9 - The Man Sandwiches	y Layers of	8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.	Identify various types of legumes.  Identify the quality characteristics of legumes.  Explain how to purchase and store legumes.  Prepare and cook legumes.	teacher designed rubric.	activities on the environment and biodiversity.  Social Studies  6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.  6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.  Technology  8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  Health and Phys. Ed  2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	
Pacing - 6 Days						
sandwich?	A sandwich consists of any variety of breads with a variety of	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	Describe the different types of sandwiches, spreads, fillings, and cheeses.	Evaluation of student work (e.g, classwork, homework)	Language Arts NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;	9.3.HT-RFB.2 Demonstrate safety and sanitation

How are sandwiches a critical part of cusine around the world?  Sandwiches can be vegetarian or nonvegetarian.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisin	0 1
critical part of cuisine around the world?  Sandwiches can be vegetarian or nonvegetarian.  Sandwiches are a great way to try fusion cuisine.  Describe the different tools needed at a sandwich preparation workstation.  Sandwich preparation workstation.  Prepare sandwiches efficiently.  Describe the different to formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on  Sandwich preparation workstation.  Sandwich accompaniments.  Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on  Sandwich preparation workstation.  Sandwich accompaniments.  Regular  Inhumanitation of formative assessment strategies including but not limited to exit tickets, think-pair-share,	
cuisine around the world?  Sandwiches can be vegetarian or nonvegetarian.  Sandwiches are a great way to try fusion cuisine.  Sandwiches and to interact and co	
the world?  be vegetarian or nonvegetarian.  Sandwiches are a great way to try fusion cuisine.  Sandwiches preparation workstation.  Prepare sandwiches preparation workstation.  Prepare sandwiches preparation workstation.  Sandwiches preparation workstation.  Sandwiches preparation workstation.  Sandwiches proparties to describe objects with others  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaboration with others  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Sandwiches assessment strategies including but not limited to collaboration with others  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  MG.1 Use geometric shapes, their measures, and their properties to describe objects  MG.1 Use geometric shapes, their measures, and their propert	
nonvegetarian.    pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.    8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.   8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking methods to cooking cooling, and reheating, and cooling, and reheating, and province in the colon needed at a sandwich preparation workstation.    List the tools needed at a sandwich preparation workstation.   List the tools needed at a sandwich preparation workstation.   List the tools needed at a sandwich preparation workstation.   Describe the different types of hot and cold sandwiches.   End of unit quizzes and tests.   Sign of the proparation workstation.   Describe the different types of hot and cold sandwiches.   End of unit quizzes and tests.   Sign of unit quizzes and tests.   Sign of unit quizzes and collaborate with others with others   Itoaleadership qualities and participate effectively in a range of conversations and collaboration others.   Sign of unit tickets, think-pair-share, partners, building on others' ideas and expressing their own clearly and persuasively.   Sign of the participate effectively in a range of conversations and collaboration others.   Sign of the sandwiches   Sign of	
braising, stewing, poaching, steaming, and great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches preparation workstation.  Sandwiches preparation workstation.  Strategies including but not limited to exit tickets, think-pair-share, and collaboration others.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches preparation workstation.  Strategies including but not limited to exit tickets, think-pair-share, and collaboration others.  Science of conversations and collaboration with diverse partners, building on others.  Sandwiches.  Sandwiches are a great way to try fusion cuisine.  Strategies including but not limited to exit tickets, think-pair-share, and expressing their own clearly and persuasively.  Sandwiches are a great way to try fusion and collaboration others.  Sandwiches are a great way to try fusion to limited to exit tickets, and collaboration work trategies including but not limited to exit tickets, and collaboration work collaboration work trategies including but not limited to exit tickets, and collaboration with diverse partners, building on others.  Sandwiches are a great way to try fusion and coll sandwiches.  Sandwiches are a great way to try fusion and coll sandwiches.  Sandwiches are a great way to try fusion and coll sandwiches.  Sandwiches	
Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Sandwiches are a great way to try fusion cuisine.  Prepare sandwiches efficiently.  Describe the different techniques.  S.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and prepare sandwiches.  Sandwiches are a great way to try fusion cuisine.  Prepare sandwiches efficiently.  Describe the different types of hot and cold sandwiches.  Explain guidelines for preparing and plating hot and cold sandwiches.  Prepare sandwiches assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on preparing and plating hot and cold sandwiches.  Explain guidelines for preparing and plating hot and cold sandwiches.  Prepare sandwiches efficiently.  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaboration others.  9.3.HT-RFB.  Implement strategies including put not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on preparing and plating hot and cold sandwiches.  Explain guidelines for preparing and plating hot and cold sandwiches.  Prepare sandwiches efficiently.  Salty and releation participate effectively in a range of conversations and collaboration others.  Substituted to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on the release of conversations and collaboration others.  Salty and reflectively in a range of conversations and collaboration others.  Substituted to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on the release of conversations and collaboration of thers.  Salty and reflectively in a range of conversations and collaboration of thers.  Substituted to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, an	
baking using professional equipment and current technologies.  8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.  8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and reheating and reheating and represents and the restrictively in a range of conversations and collamited to exit tickets, think-pair-share, partners, building on others' ideas and expressing their own clearly and persuasively.  Repart in the timited to collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Repart in the reflection of conversations and coll sandwiches and expressing their own clearly and persuasively.  Repart in the reflection of conversations and coll sandwiches.  Science of conversations and coll and total coll and exit tickets, think-pair-share, partners, building on	
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technologies.  8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.  8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and proper scaling, and reheating, and reheating, and proper scaling and reheating, and proper scaling and reheating, and proper scaling and reheating and proper scaling and measurement types of hot and cold graphic organizers, gallery, and self assessment/reflecti on think-pair-share, think-pair-share, think-pair-share, and cold graphic organizers, gallery, and self assessment/reflecti on think-pair-share, and cold graphic organizers, gallery, and self assessment/reflecti on think-pair-share, and cold sandwiches.  Explain guidelines for preparing and plating hot and cold sandwiches.  End of unit quizzes and tests.  Science  collaborations with diverse partners, building on others' standard open to food and beverage production and guest service.  MG.1 Use geometric shapes, their measures, and their properties to describe objects  MG.3 Apply geometric methods to solve design problems  Prepare sandwiches.  Prepare sandwiches.	
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and measurement techniques.  8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and plating, and plating, and plating, and prepare sandwiches.  and measurement techniques.  Sandwiches.  gallery, and self assessment/reflecti on their measures, and their properties to describe objects production and guest service.  Bathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects production and guest service.  Bathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects production and guest service.  Bathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects to solve design problems opportunities opportunities.  Bathematics MG.1 Use geometric shapes, their measures, and their properties to describe objects to solve design problems opportunities opportunities opportunities.	lated
techniques.  8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and tests.  techniques.  Explain guidelines for preparing and plating hot and cold sandwiches.  Explain guidelines for preparing and plating hot and cold sandwiches.  Explain guidelines for preparing and plating hot and cold sandwiches.  End of unit quizzes and tests.  End of unit quizzes to solve design problems opportunities qualifications  Science qualifications	
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fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and double sandwiches.  The fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and double sandwiches.  The fundamentals of time, preparing and plating hot and cold sandwiches.  End of unit quizzes and tests.  The fundamentals of time, properties to describe objects and tests.  The fundamentals of time, and cooking and cold sandwiches.  The fundamentals of time, and cooking and cold sandwiches.  The fundamentals of time, and cooking and cold sandwiches.  The fundamentals of time, and cooking and cold sandwiches.  The fundamentals of time, and cooking and cold sandwiches.  The fundamentals of time, and cooking and cold sandwiches.  The fundamentals of time, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cooking and cold sandwiches.  The fundamentals of time, temperature, and cold sandwiches.  The fundamentals of time, temperature, and cold sandwiches.  The fundamentals of time, temperature, and cold sandwiches.  The fundamental time to the fundamental	ıd
temperature, and cooking methods to cooking cooling, and reheating, and Prepare sandwiches.  temperature, and cooking and cold sandwiches.  End of unit quizzes and tests.  End of unit quizzes to solve design problems opportunities qualifications	
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methods to cooking and tests. to solve design problems opportunities cooling, and reheating, and Prepare sandwiches. Science qualifications	er
	and
holding of annistration	in
holding of a variety of Performance as HS-LS2-7. Design, evaluate, the restaurant	and
foods. List several garnishes and measured by and refine a solution for foodservice	
8.5.8 Prepare various accompaniments for hot teacher designed reducing the impacts of human industry.	
salads, dressings, and cold sandwiches. rubric. activities on the environment	
marinades, and spices using and biodiversity.	
safe handling and Social Studies	
professional preparation 6.1.12.B.16.a Explain why	
techniques. natural resources (i.e., fossil	
8.5.12 Demonstrate fuels, food, and water) continue	
professional plating, to be a source of conflict, and	
garnishing, and food analyze how the United States	
presentation techniques.	
addressed issues concerning the	
distribution and sustainability of	
natural resources.	
Technology	

Y. 14.10. C.					8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  Health and Phys. Ed 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	
Unit 10 - Specia Substitutions	al Diets &					
Pacing – 8 Days						
Why is it	Everyone	8.4.2 Apply menu-planning	Explain how food	Evaluation of	Language Arts	9.3.HT-RFB.2
important to	involved in	principles to develop and	allergies affect humans.	student work (e.g,	NJSLSA.R2. Determine central	Demonstrate
know all of the	planning,	modify menus.		classwork,	ideas or themes of a text and	safety and
ingredients in	preparing and	8.5.14 Demonstrate	Describe how culture and	homework)	analyze their development;	sanitation
a particular	cooking food	cooking methods that	religion affect food		summarize the key supporting	procedures in food
food item?	should be aware	increase nutritional value,	choices.	Group/class	details and ideas.	and beverage
	of all the	lower calorie, and fat		discussions.	NJSLSA.W4. Produce clear	service facilities.
How can	ingredients	content, and utilize herbs	Identify nutritious meals		and coherent writing in which	9.3.HT-RFB.4
restaurant	involved.	and spices to enhance	and the preparation	Regular	the development, organization,	Demonstrate
workers		flavor.	methods used to prepare	implementation of	and style are appropriate to task,	leadership
participate in	People's health,		them.	formative	purpose, and audience.	qualities and
the health and	religious and			assessment	NJSLSA.W6. Use technology,	collaboration with
well-being of	cultural		Describe the types and	strategies including	including the Internet, to	others.
their	background		uses of food additives.	but not limited to	produce and publish writing and	9.3.HT-RFB.8
customers?	determine diet.			exit tickets,	to interact and collaborate with	Implement
			Describe how age,	think-pair-share,	others	standard operating
	Recipes can be		activity level, lifestyle,	3-2-1 Countdown,	NJSLSA.SL1. Prepare for and	procedures related
	altered to suit		and health influence	graphic organizers,	participate effectively in a range of conversations and	to food and
	different diets.		dietary needs and choices.	gallery, and self		beverage
			Amply Impaying a of	assessment/reflecti	collaborations with diverse partners, building on others'	production and guest service.
			Apply knowledge of special dietary needs to	on	ideas and expressing their own	9.3.HT-RFB.9
			-		clearly and persuasively.	Describe career
	L		menu planning.	1	clearly and persuasivery.	Describe career

			End of unit quizzes	<u>Mathematics</u>	opportunities and
		Explain how nutrients in	and tests.	A-CED.1 Create equations and	qualifications in
		food are affected by time		inequalities in one variable and	the restaurant and
		and water.	Performance as	use them to solve problems.	foodservice
			measured by	Include equations arising from	industry.
		List ways to reduce the	teacher designed	linear and quadratic functions,	
		amount of fat,	rubric.	and simple rational and	
		cholesterol, sodium, or		exponential functions.	
		sugar in recipes.	Authentic	<u>Science</u>	
			Assessment:	HS-LS2-7. Design, evaluate,	
		Prepare, cook, and store	Change an existing	and refine a solution for	-
		food to retain nutrients.	recipe to make it	reducing the impacts of human	
			healthier or reduce	activities on the environment	
			allergens.	and biodiversity.	
				Social Studies	
				6.2.12.B.6.a Determine the	
				global impact of increased	
				population growth, migration,	
				and changes in urban-rural	
]				populations on natural resources	
				and land use.	
				Technology	
				8.1.12.D.1 Demonstrate	
				appropriate application of	
				copyright, fair use and/or	
				Creative Commons to an	
				original work.	
				Health and Phys. Ed	
				2.1.12.B.1 Determine the	
				relationship of nutrition and	
				physical activity to weight loss,	
				weight gain, and weight	
				maintenance.	
				2.1.12.B.2 Compare and	
				contrast the dietary trends and	
				eating habits of adolescents and	
L	<u> </u>		l .	cating nations of adolescents and	

					young adults in the United States and other countries.	
Unit 11 - Regional American Cooking Pacing – 12 Days						
How is a cuisine created?  Why are there variations of classic recipes?	Cuisine is created with local ingredients and the traditions and cultures of people from the area.  Many home cooks make different variations of the same dish.  A cook should be able to utilize local ingredients to make food that is fresh and cost effective	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sauteing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking cooling, and reheating, and holding of a variety of foods. 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.	Identify the 5 distinct regions of the U.S.  Describe the factors that influence the culinary traditions of each region.  Prepare a variety of foods from the Northeast region.  Prepare a variety of foods from the Southeast region.  Prepare a variety of foods from the Northwest region.  Prepare a variety of foods from the Southwest region.  Prepare a variety of foods from the Southwest region.  Prepare a variety of foods from the Central region.	Evaluation of student work (e.g, classwork, homework)  Group/class discussions.  Regular implementation of formative assessment strategies including but not limited to exit tickets, think-pair-share, 3-2-1 Countdown, graphic organizers, gallery, and self assessment/reflecti on  End of unit quizzes and tests.  Performance as measured by teacher designed rubric.	Language Arts  NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  Mathematics  MG.1 Use geometric shapes, their measures, and their properties to describe objects  MG.3 Apply geometric methods to solve design problems  Science  HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  Social Studies  6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and	9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities. 9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others. 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service. 9.3.HT-RFB.9 Describe career opportunities and qualifications in the restaurant and foodservice industry.

	,		
			analyze how the United States
			and other nations have
			addressed issues concerning the
			distribution and sustainability of
			natural resources.
			6.2.12.B.6.a Determine the
			global impact of increased
			population growth, migration,
			and changes in urban-rural
			populations on natural resources
			and land use.
			Technology
			8.1.12.D.1 Demonstrate
			appropriate application of
			copyright, fair use and/or
			Creative Commons to an
			original work.
			Health and Phys. Ed
			2.1.12.B.1 Determine the
			relationship of nutrition and
			physical activity to weight loss,
			weight gain, and weight
			maintenance.
			<b>2.1.12.B.2</b> Compare and
			contrast the dietary trends and
			eating habits of adolescents and
			young adults in the United
			States and other countries.
Unit 12 - Kitchen Maintenance			
Pacing – 5 Days			

Why is deanliness deep clean a complete cleaning department and tools. \$2.2 Manage use of supplies setting?  The first important to deep clean a kitchen at regular intervals. Setting?  Organization is the key to success in a kitchen.  Success in a kitc	_			Cumary Arts Cume	aram wap		
important in a kitchen at regular intervals.  setting?  Organization is the key to success in a kitchen.  S.2.3 Manage use of supplies.  S.2.4 Maintain building interior surfaces, wall to success in a kitchen.  S.2.5 Perform facilities maintenance based one established standards and procedures.  S.2.5 Perform facilities maintenance based on established standards and procedures.  S.2.5 Perform facilities maintenance based one established standards and procedures.  S.2.5 Perform facilities maintenance based one established standards and procedures.  S.2.6 Perform facilities maintenance based one established standards and procedures.  S.2.6 Perform facilities maintenance based one established standards and procedures.  S.2.6 Perform facilities maintenance based one established standards and procedures.  S.2.6 Perform facilities maintenance based one established standards and procedures.  MG.1 Use geometric shapes, their measures, and their properties to describe objects MG.3 Apply geometric methods to solve design problems Science HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  Social Studies  6.2.12.B.6.a Determine the global impact of increased populations or natural resources and land use.  T. Schoology  8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an							9.3.HT-RFB.2
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